DOCUMENT RESUME

ED 268 152 TM 860 153

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TITLE The Development of an Emotions Scale for Writers.
PUB DATE [86]
NOTE 38p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Affective Measures; *Authors; *Behavior Rating Scales; Factor Structure; Higher Education; High Schools; Item Analysis; Orthogonal Rotation; *Test Construction; Test Items; Test Reliability; *Writing Processes
IDENTIFIERS *Brand Emotions Scale for Writers; Emotions

ABSTRACT

The Brand Emotions Scale for Writers (BSEW) is a 20-item scale designed to measure the emotions of writers; (1) immediately before writing (state-before), (2) immediately after writing (state-after), and (3) when writing in general (trait). This paper describes the development of BSEW and the factor structure of these three different forms. Common factor analyses (orthogonal rotation) yielded two factors for each of the three forms (state-before, state-after, and trait when writing) accounting for 36 percent, 42 percent and 44 percent of the total variance, respectively. The item composition of the two factors, labeled positive and negative, were very similar across the three forms. The BSEW appears to be an internally consistent instrument. The paper states: (1) that research using these scales can investigate emotional change due to writing by comparing before- and after-writing emotions; (2) that these emotions can also be measured during the writing process; and (3) that mediating variables associated with any changes can be identified. The appendices contain a demographic data sheet, as well as both forms S and TWW of the BSEW. A five-page list of references is included. (Author/PN)

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ED268152

The Development of an Emotions Scale for Writers

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Running Head: EMOTIONS SCALE

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Abstract

The Brand Emotions Scale for Writers (BESW) is a 20-item scale designed to measure the emotions of writers (a) immediately before writing (state-before); (b) immediately after writing (state-after); and (c) when writing in general (trait). The present article describes the development of the BESW and the factor structure of these three different forms. Common factors analyses (orthogonal rotation) yielded two factors for each of the three forms--state-before, state-after, and trait when writing--accounting for 36%, 42%, and 44% of the total variance, respectively. The item make-ups of the two factors, labeled positive and negative, were very similar across the three forms. In general, the BESW appears to be an internally consistent instrument capable of measuring positive and negative emotions before and after writing and as a general trait when writing.

The Development of an Emotions Scale for Writers

Although the act of writing as a cognitive process has been the focus of recent theoretical and empirical exploration (Flower & Hayes, 1981; Scardamalia, Bereiter, & Goelman, 1982), intuitions and anecdotes have governed our ideas about the relationship between writing and affective processes (Brand, in press).

The whole history of written discourse indicates that writers are very much influenced by their emotions. A cursory search of writers° diaries, memoirs, and autobiographies and transcripts of interviews with them reveals an interesting and complex relationship between emotions and writing. When positive emotions occur, they occur when writing begins (E. Barrett, cited in Moers, 1976). These positive emotions become more prevalent and more intense when the work is completed and take the form of relief or satisfaction (Gunther, 1961; F. Scott-Maxwell and V. Woolf, cited in Moffat & Painter, 1974).

Negative emotions move established writers to composing or to expressing those emotions in writing as easily--if not more easily--than positive emotions. Interestingly, many authors seem to be able to turn even depressive psychological states associated with diminished activity into powerful motives for writing (Byron, H. James, Kafka, G. Sand, and V. Woolf, cited in Dunaway & Evans, 1957;

Milosz, cited in Hoffman, 1982; Mitford, 1979; S. Tolstoy, cited in Moffatt & Painter, 1974; Gass, cited in Plimpton, 1981;).

Sometimes it is not entirely negative or positive emotions that are involved in writing but discrepant emotions (Kafka, cited in Dunaway & Evans, 1957; Gunther, 1961; Hall, 1980; Mitford, 1979; S. Tolstoy, cited in Moffat & Painter, 1974; de Maupassant, cited in Murray, 1968). And generalized states of emotional arousal have been noted as capable of mobilizing for writing and sustaining it (Bellow, 1982; Bradbury, 1973; Gunther, 1961; Mitford, 1979; Williams, 1958).

Yet, there has been very little effort to investigate this relationship scientifically. With the exception of a writing apprehension scale by Daly and Miller (1975), no single instrument has been designed to inventory a more complete and balanced set of affects associated with writing. The present article describes the development of an emotions scale for writers that has grown out of a wish to understand more fully and systematically the psychology of writing.

In addition to this intuitive appeal to understand emotions and writing, there are important psychological and practical reasons for this line of research. At a basic behavioral level, affects are crucial determinants of general functioning: level of activation, concentration, and contol; direction of social consciousness; and

preference. We know that affective traits and personality overlap conceptually and empirically (Plutchik, 1980). We are just now recognizing that personality may govern discursive style (Jensen & DiTiberio, 1984; Selzer, 1984) and personality may be influenced by writing (Brand, 1980; Denman, 1981). This research should help us understand the extent to which certain types of persons are successful in some language activities but not in others.

Emotions may be defined as qualitatively distinct feeling states that are associated with eliciting events and generally mediated by cognition. Although an emotion has behavioral and physiological properties, its subjective and experiential quality constitutes its central feature. Emotion traits are affective characteristics of long standing and may be likened to features of personality. Emotion states are transitory reactions or temporary departures from the emotional substrata.

Scale Development

Three criteria were used in developing the Brand Emotions Scale for Writers (BESW). First, the scale needed to measure both emotional states and emotional traits. Second, the scale had to be short because a longer scale might produce its own emotions if it discouraged writing or interfered with it. Third, it needed to measure both negative and positive emotions because writing would be expected to elicit both kinds. Several commercial scales and scales constructed for research purposes were rejected

because of their failure to meet one or more of these criteria.

Because, as the argument goes, people are inaccurate when talking about their sensations, evaluations, and emotions (Averill, 1980; Meichenbaum & Butler, 1980; Nisbett & Wilson, 1977), the limitations of the self-report must be noted. First, reporting emotional experience is usually subject to the distortions characteristic of any self-report: levelling, sharpening, forgetting, and wishful thinking (Davitz, 1969; Leventhal, 1979). Second, self-reports of emotion are suspect because people tend to report socially desirable feelings (Plutchik & Kellerman, 1980). Third, scales developed to tap emotions may suggest some that respondents are not really feeling or remind them of emotions that they were feeling but were not sufficiently salient to be reported spontaneously (Polivy, 1980). Anomalous responses also arise because emotion scales can generally tap only a limited number of affects.

Fourth, even when feelings are conscious and reportable, many theorists believe that emotions language reflects relevant experiences only abstractly and imperfectly (Averill, 1980; Davitz, 1969). While mixed emotions are more prevalent than pure emotions in human experience, they are more difficult to describe. Furthermore, no matter how sophisticated the feelings, people can report only those aspects of emotional experience for which they have language available--which may not

capture the phenomena (Davitz, 1969). Finally, even if all these constraints were controlled, recording emotions while experiencing them has been thought to alter the very experience of them.

Despite our presumed shortcomings as observers of ourselves and users of the language, the experiential aspects of emotion are still investigated most directly by using structured introspective reports (Epstein, 1979; Spielberger, 1972).

With this in mind, the Differential Emotions Scale (DES) (Izard, Dougherty, Bloxom, & Kotsch, 1974), a unidimensional scale consisting of thirty emotions items grouped into ten a priori emotion categories (interest, joy, surprise, distress, disgust, anger, guilt, shyness, fear, and contempt) and having equivalent state and trait forms, was field tested with forty-one undergraduates and writing faculty of the University of Missouri-St. Louis. These groups completed the DES State form in conjunction with a writing exercise and a Trait form that asks respondents to consider their general feelings, except that now they were asked to describe their feelings when writing in general.

Participants answered additional questions concerning their feelings when they wrote in general: Which emotions were most useful? Which emotions seemed to sustain their writing longest? They also answered questions about their writing habits: frequency, favored forms, favored time of day, particular audience, and any special reasons for

writing. They were then given a copy of the state form of the DES and asked to complete it before and after their next occasion of writing that they themselves initiated, adding any emotions they experienced that were not listed on the scale. As a result of these responses, four items--frustrated, lonely, bored, and inspired--were added to Izard°s original ten primary emotions. And several of the narrative questions proved important enough to be included in the revised instrument.

This revised list of emotions was sent to eleven emotions and research psychologists and writing specialists. They commented on the emotion terms themselves and recommended three synonyms that they considered most understandable and commonly associated with each term. As a result of these responses, the DES taxomony which formed part of the original item bank was updated. Although background information indicated that established writers experience more negative or dissonant affects when writing than positive ones and that our language makes available more negative than positive emotion terms (Averill, 1980; Plutchik, 1962), the consultants suggested equalizing the number of positively and negatively toned items.

After the presence of the emotion items excited and adventurous were corroborated in the literature and from the early testing, these were added to the scale. This process resulted in a list of twenty single-word adjectives each with a five-step unidirectional scale. Intensity terms were

used with the BESW-State form (S-form), anchored at one end by the phrase "not at all," then increasing to "slightly," "moderately," "strongly," and last, "very strongly." The BESW-Trait-When-Writing form (TWW-form) employed the prevalence terms, "never," "occasionally," "moderately often," "quite often," and "almost always." (See Appendixes A, B, and C.) A survey of other scales indicates that, of the twenty BESW items and their glossary synonyms, all are included in major works on the domain.

To help subjects characterize their feelings accurately, the BESW employed a number of techniques. Because people tend to be more accurate when verbal accounts immediately follow the feelings in question (Nowlis, 1965), the BESW state form (S-form) asks subjects to assess their feeling states just before and after they write (Zuckerman, 1977). Emotion trait information (TWW-form) with which the state information would be compared, would also stabilize anomalous emotions data and serve as a check on reliability. Regarding candor of self-disclosure, people have been found willing to reveal their feelings while performing other tasks provided they are asked specific questions about those feelings (Spielberger, 1972). The BESW restricts subjects to responses about specific emotions and specific rhetorical settings. Error from inhibition is expected to decrease by permitting subjects to remain anonymous and, where necessary, substitute summaries for original text.

Method

Samples

Responses to the BESW S- and TWW-forms were collected from twelve different samples and are listed in Table 1.

Insert Table 1 about here

These samples resulted in a total of 181, 173, and 117 responses to the BESW S-form before writing, BESW S-form after writing, and the BESW TWW-form, respectively, which also takes into account missing responses to individual items. The S-forms were administered to writers immediately before and after writing and the TWW-form was administered at a convenient time during which students would not be involved with writing.

Procedures

A common factors method of factor extraction was used in which the initial communality estimates were set to the squared multiple correlation of each item with all other items in the scale. Three separate analyses were performed for responses from: (a) the BESW S-form before writing; (b) the BESW S-form after writing; and (c) the BESW TWW-form. Each analysis was followed by a scree test of the eigenvalues (Cattell, 1966) to determine the number of non-trivial factors for each set of data. A scree test was

used because it is usually a more conservative determinant than the eigenvalue of the number of non-trivial factors greater than or equal to 1.0 criterion. However, both criteria indicated two non-trivial factors for each set of responses. An oblique rotation (PROMAX) of the two non-trivial factors found little correlation between them and contributed no additional clarification. Therefore, an orthogonal rotation (VARIMAX) was used.

Results

Factor Analysis

Two factors explained 36%, 42% and 44% of the variance in the S-form before writing, the S-form after writing, and the TWW-form, respectively. The orthogonally rotated factor loadings for the three sets of responses are reported in Tables 2, 3, and 4. The factors are labelled Positive Emotions and Negative Emotions. The first factor for the S-form (both before and after writing) is the negative factor, whereas the positive factor is the first factor in the T-form.

Insert Tables 1, 2, and 3 about here

A criterion level of .30 was employed on the 60 items (20 items X 3 forms) to determine the make-up of the two components. Six items were found to be complex (loaded .30

or greater on both factors) and one item was singular (loaded less than .30 on both components).

Because the purpose of this scale is to compare the emotions of writers at different times during the writing process, an attempt was made to find identical scales for each of the three forms of the BESW. Using a .30 criterion level, 15 of the 20 items loaded on the same factor in all three forms. Depressed, frustrated, confused, disgusted, afraid, lonely, ashamed, and shy were negative items in each form. Inspired, interested, excited, relieved, surprised, affectionate, and adventurous were positive items in each form.

A more subjective criterion was employed for the five items that did not meet the .30 criterion on all three scales, which took into account the similarity of factor loadings across the scales. When the .30 criterion level was used, any item found to be singular or complex on two of the three scales was eliminated.

When consistency on two of the three forms was used as a subjective criterion, the items bored and angry were added to the negative component and happy was added to the positive component. Bored was a singular item in the after-writing form but was a negative item in the other two forms. Happy was a complex item in the after-writing form but loaded positively in the other two forms. And angry was a complex item in the trait form but was a negative item in the other two scales.

Two items, however, were not easily categorized. Both had been theorized to be positive emotion items. Satisfied was a complex item on both the before- and after-writing forms and positive on the trait form. Anxious was a complex item on both the before-writing and trait forms and was negative on the after-writing form. After these two items were eliminated, the resulting make-up of the two factors includes ten negative items--confused, disgusted, depressed, angry, frustrated, ashamed, afraid, lonely, shy, and bored--and eight positive items--inspired, interested, happy, excited, adventurous, surprised, affectionate, and relieved.

Reliabilities

The scale means, standard deviations, and internal consistency (alpha) coefficients of both factors were calculated for each of the three forms and are shown in Table 5. These coefficients indicate high internal consistency. The coefficient alphas averaged .84 for the negative component and .82 for the positive component. The average coefficient alpha was .82, .83, and .85 for the before-writing, after-writing, and trait-when-writing forms, respectively.

Insert Table 5 about here

Correlations between forms

To assess the relationship between the factors in these three tests, Gorsuch (1983, pp. 281-282) has suggested correlating the factor scores for each of the domains. Table 6 shows the correlation matrix between the positive factor scores from each form and between the negative factor scores from each form.

Insert Table 6 about here

Discussion

Three-factor typologies of emotion dominate the emotions literature. Mehrabian (1980) summarized several studies of intermodality associations, synesthesia, physiological responses to stimuli, and the semantic differential and determined that the most parsimonious description of emotions were three dimensions of pleasure, arousal, and dominance (Osgood, Suci, & Tannenbaum, 1957/1975). Other breakdowns are: pleasantness/unpleasantness, attention/ rejection, and activation/quiescence (Schlosberg, 1954); intensity, similarity, and polarity (Plutchik, 1970), intensity, duration, and sign/or frequency (S. Epstein, personal communiciation, December 16, 1982).

Another tripartite breakdown separates an angry and sad negative cluster from a fragmented, blocked, and unworthy

negative cluster (Epstein, 1979). Zuckerman (1977) identifies one positive and two negative factors which emerge as separate constructs rather than as bipolar opposites. Davitz°s (1969) Positive, Negative Type I (Passive), and Negative Type II (Active) were originally used to classify and analyze data obtained from the BESW (Brand & Powell, 1985).

The findings of two factors, positive and negative, in each of the three forms of the BESW is, therefore, inconsistent with the factors theorized in the literature and the factor structures of other emotion scales. These findings are not, however, inconsistent with some theorists who have questioned whether, in fact, such scales are actually capable of measuring all these dimensions of emotions: "[Some researchers] question whether the scales measure separate emotions or simply general 'good° versus 'bad° feelings" (Polivy, 1980, p. 2). What is interesting about these findings on the BESW is that "good" and "bad" feelings were not merely opposite ends of one dimension but different dimensions entirely. Four possible explanations are proposed to account for this finding of separate factors of positive and negative.

One possibility is that, even though the factors are given opposite labels, the items themselves do not have totally opposite meanings. This would seem to be the case for such items as affectionate, ashamed, and lonely, which have no counterparts in the other factor. However, this

explanation would only partially account for this finding since those items that do appear to be opposite in meaning are only moderately negatively correlated. For example, the average correlation in the three tests between interested and bored is $r=-.31$ ($p<.001$).

A second explanation which might account for the failure to achieve strong negative correlations between the negative and positive factors and items is acquiescence. Bentler (1969) has argued that the adjective checklist format such as the one used here is subject to an acquiescence bias, that is, the tendency for some subjects to see all adjectives as being self-descriptive. This bias tends to raise the correlations between items.

Third, Averill (1980) has noted that if, for example, subjects are in a threatened condition, they will "check any adjective that has a negative connotation, regardless of why the connotation is negative" (p. 40). Thus, although subjects may report being anxious, angry, or depressed, this does not necessarily mean that they are actually anxious, angry, or depressed. It may simply mean that the situation is negative and unusual. Perhaps this would account for the present findings: all negative items would be highly correlated, independent of the positive items, and vice versa.

Fourth, this two-factor solution may be explained by the unique nature of the emotions experienced when writing. Responses on the BESW TWW-form are based on prevalence, asking, "How often do you feel that emotion?" Responses on

S-forms are based on intensity, asking, "How strongly do you feel each emotion?" These instructions allow for experiencing and reporting several emotions when writing--both positive and negative. Thus, just because persons report feeling both positive and negative emotions strongly does not mean that they are "acquiescing" or responding inconsistently. Rather, individuals may be very "emotional" before, during, or after the writing and feeling a great deal of anger and inspiration, to name just two. Anger and inspiration are not incompatible emotions. This could explain recent results using this scale in which it was found that some writers experienced increases in positive emotion after writing while not experiencing corresponding decreases in negative emotion (Brand & Powell, 1985).

Finally, it is interesting to note the failure of items "anxious" and "satisfied" to load consistently on either the positive or negative component. Anxious was found to belong to both negative and positive factors on the state form before writing and on the trait-when-writing form. However, it loaded only on the negative factor on the state form after writing. This suggests that the anxiety associated with writing consists of both positive and negative feelings. When students were asked to respond immediately after writing, anxious was a negative feeling, referring perhaps to the discomfort of having written in a form which would be read and evaluated. However, when students responded about their feelings in general when writing or immediately before writing, anxious may have, in fact,

referred to a neutral or positive tension or arousal, reflecting optimism about doing well or anticipating an opportunity for self-expression.

The item, satisfied, loaded on the positive factor in the trait-when-writing form but on both positive and negative components in the two state forms. These complex loadings on the state forms were due to high negative correlations on the negative component. This was unlike the other "positive" items which typically loaded near zero on the negative component. Perhaps the emotion, satisfied, is a true bi-directional item, whereas the majority of the other items are unidirectional. That is, low scores on items like frustrated, confused, interested, adventurous, and others actually mean a lack of that particular emotion. Responses with a low score on the term satisfied, on the other hand, may mean actual dissatisfaction.

This interpretation would also be consistent with the finding that satisfaction is a positive emotion in the trait-when-writing form, but is not negatively correlated with the negative component. Thus, when students responded about how they felt in general when they wrote using prevalence terms instead of intensity terms, a low score on the satisfied item might actually represent a lack of satisfaction rather than dissatisfaction.

In summary, the BESW appears to be an internally consistent instrument capable of measuring positive and negative emotions as traits when writing and as they are felt immediately before and after writing. Research using

these scales can investigate emotional change due to writing by comparing before- and after-writing emotions. Studies can also measure these emotions during the writing process. In addition, researchers can attempt to identify mediating variables associated with any changes. For example, when writing a narrative involving a positive emotional experience (e.g., happy, adventurous, surprising), will subjects report more or less positive emotional feelings, and will these emotions undergo more change during writing? Furthermore, will positive emotional changes be accompanied by negative emotional changes in the opposite direction, or are they independent events? Finally, will any cognitive variables (e.g., skilled or unskilled writers), situational variables (e.g., required assignments, assignments using self-chosen topics, or entirely self-sponsored writings), or personality variables (e.g., emotional traits or temperament) be related to positive or negative emotions or emotional change?

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Table 1

Description of Sample

Sample	N	Forms
Short-fiction Class	12	State and Trait
Poetry Class 1	18	State and Trait
California	17	State and Trait
Public School Teachers	24	Trait
Advanced Expository Class	24	State and Trait
American Literature Class	18	State
Freshman Composition Class 1	68	State
Freshman Composition Class 2	22	Trait
High School Composition Class	20	Trait
Professional Writers	26	State and Trait
Poetry Class 2	21	State
Theories of Writing Class	8	State and Trait

Table 2

Rotated Factor Pattern of State Emotions Before Writing

(N = 181)

Item	Factor Loadings	
	1	2
Frustrated	.76	-.10
Disgusted	.74	-.09
Depressed	.73	-.07
Confused	.68	.03
Angry	.63	-.03
Lonely	.56	.07
Afraid	.55	.18
Ashamed	.54	.06
Bored	.40	-.21
Shy	.39	.16
Anxious	.32	.37
Excited	-.04	.76
Interested	-.15	.71
Inspired	-.02	.67
Happy	-.28	.59
Adventurous	.03	.58
Affectionate	.14	.44
Relieved	.03	.42
Surprised	.22	.40
Satisfied	-.32	.36

Table 3

Rotated Factor Pattern of State Emotions After Writing

(N = 173)

Items	Factor Loadings	
	1	2
Confused	.78	-.10
Disgusted	.78	-.20
Depressed	.75	-.20
Angry	.75	-.14
Frustrated	.75	-.23
Anxious	.60	.15
Ashamed	.59	-.10
Afraid	.56	.01
Lonely	.55	.09
Shy	.38	.05
Bored	.26	-.20
Inspired	-.09	.83
Interested	-.09	.74
Happy	-.31	.72
Excited	-.14	.67
Adventurous	.06	.64
Satisfied	-.45	.53
Surprised	.13	.40
Affectionate	.04	.39
Relieved	-.08	.36

Table 4

Rotated Factor Pattern of Trait Emotions

(N = 117)

Items	Factor Loadings	
	1	2
Interested	.85	.01
Satisfied	.83	.04
Excited	.77	.07
Happy	.75	-.03
Inspired	.70	-.01
Relieved	.69	.10
Affectionate	.59	-.05
Adventurous	.59	.16
Surprised	.56	.15
Anxious	.50	.50
Confused	.11	.80
Disgusted	-.03	.69
Depressed	-.06	.62
Frustrated	.12	.61
Afraid	.05	.59
Lonely	.06	.57
Angry	.31	.56
Bored	-.01	.52
Shy	.18	.44
Ashamed	-.21	.43

Table 5

Scale Means, Standard Deviations, and Internal Consistency Coefficients for Three BESW Forms

	Positive Scale			Negative Scale		
	M	SD	Alpha	M	SD	Alpha
Before Writing	17.4	5.4	.79	17.7	6.6	.84
After Writing	19.7	6.2	.80	16.3	6.6	.86
Trait	19.1	7.2	.88	17.8	6.0	.82

Table 6

Intercorrelations Between Factor Scores From Three Forms of the BESW

	State-Before	State-After	Trait
State-form Before		.56**	.38*
		(170)	(67)
State-form After	.65**		.32*
	(170)		(64)
Trait-form	.53**	.55**	
	(67)	(64)	

Upper diagonal represents correlations between positive factors and lower diagonal represents correlations between negative factors.

N's are in parentheses.

* $p < .01$, ** $p < .001$.

For Office Use Only
U/S _____

Demographic Data Sheet

Name _____

Code No. _____

Date _____

1. ___ Age

2. ___ 1. Female
___ 2. Male

3. Current Educational Status:

___ 1. Not currently attending school
___ 2. Part-time student
___ 3. Full-time student

4. Highest Level of Education Completed:

___ 1. First two years of high school
___ 2. Last two years of high school
___ 3. Some college
___ 4. One year of college
___ 5. Two years of college
___ 6. Three years of college
___ 7. Baccalaureate Degree
___ 8. College beyond the Bachelor's Degree
___ 9. Master's Degree
___ 10. Doctoral Degree

5. Self-Sponsored Writing

Indicate how often in the last month you did any of the following kinds of writing on your own:

Answers: 5 = Almost every day
4 = At least four times in the last month
3 = At least twice in the last month
2 = At least once in the last month
1 = Not in the last month

___ Diary or journal entries
___ Informal notes
___ Poetry
___ Stories
___ Plays or scripts
___ Essays
___ Freelance articles
___ Letters to family or friends
___ Letters to newpapers or magazines
___ Letters to business or professional associates
___ Other (please specify) _____

6. How long have you been writing on your own? _____ years

FORM1

7. I began writing on my own at age:

___ 5. 25 or older
___ 4. 19 - 24
___ 3. 15 - 18
___ 2. 10 - 14
___ 1. 5 - 9

8. Required Writing

Indicate how often in the last month you did any of the following kinds of writing:

Answers: 5 = Almost every day
4 = At least four times in the last month
3 = At least twice in the last month
2 = At least once in the last month
1 = Not in the last month

___ Academic compositions, essays, term papers, book reports
___ Tests
___ Minutes of meetings, letters on behalf of an organization or club
___ Articles for a magazine, newspaper, or journal
___ Abstracts, summaries, executive highlights
___ Professional or business letters or memos
___ Formal business or technical reports or proposals
___ Teaching materials
___ Public relations information or press releases
___ Research
___ Drafts of speeches
___ Other (please specify) _____

9. Indicate how you would describe your skill as a writer:

___ 3. More skilled than most of my peers
___ 2. About as skilled as most of my peers
___ 1. Less skilled than most of my peers

10. Indicate if you have published in a:

Answers: 0 = No 1 = Yes

___ High school newspaper or magazine
___ College newspaper or magazine
___ Local or regional newspaper or magazine
___ National newspaper or magazine
___ Professional journal or newsletter
___ Book (Type: _____)

11. Indicate how you would describe your emotional self (check one):

___ 3. Intensely emotional
___ 2. Moderately emotional
___ 1. Generally placid (easy-going) or unemotional

FORM1

SSW _____
Required _____

BESW S-form

Name: _____
Code No. _____

---

* Please indicate: Date: Time: *

Immediately **BEFORE** you write, indicate the number from the list below that best describes how **STRONGLY** you feel each emotion **NOW**. The last space is left open for you to add an emotion that is not listed.

THERE ARE NO WRONG OR RIGHT ANSWERS. TAKE YOUR TIME AND TRY TO BE AS ACCURATE AS POSSIBLE.

Answers: 5 = Very Strongly
4 = Strongly
3 = Moderately
2 = Slightly
1 = Not at all

___ Adventurous
___ Affectionate
___ Afraid
___ Angry
___ Anxious
___ Ashamed
___ Bored
___ Confused
___ Depressed
___ Disgusted
___ Excited
___ Frustrated
___ Happy
___ Inspired
___ Interested
___ Lonely
___ Relieved
___ Satisfied
___ Shy
___ Surprised
___ Other: _____

BESW S-form **Time: _____**

Immediately AFTER you write, indicate the number from the list below that best describes how STRONGLY you feel each emotion NOW.

Answers: 5 = Very Strongly
4 = Strongly
3 = Moderately
2 = Slightly
1 = Not at all

___ Adventurous
___ Affectionate
___ Afraid
___ Angry
___ Anxious
___ Ashamed
___ Bored
___ Confused
___ Depressed
___ Disgusted
___ Excited
___ Frustrated
___ Happy
___ Inspired
___ Interested
___ Lonely
___ Relieved
___ Satisfied
___ Shy
___ Surprised
___ Other: _____

Please attach the writing to the scale and answer the following questions:

2. What form of writing was this?
___ 1. Letter
___ 2. Diary Entry
___ 3. Notes
___ 4. Short Stroy
___ 5. Poem
___ 6. Article
___ 7. Other: _____

3. Was this a finished product?
___ 1. Yes
___ 2. No

4. What stage of writing was this in?
___ 1. A first draft
___ 2. A revision of a previous writing

FORM5

5. When was it written?
___ 1. Morning
___ 2. Afternoon
___ 3. Evening
___ 4. Other special time period _____

6. Where was it written?
___ 1. Home
___ 2. School
___ 3. Work
___ 4. Other: _____

7. How long did the writing take?
___ 3. More than 2 hours
___ 2. 1-2 hours
___ 1. Less than 1 hour

8. What was the primary emotion expressed in it? _____
(If necessary, refer to the emotions listed on a previous page or the glossary.)

9. How strong was this emotion?
___ 4. Very Strong
___ 3. Strong
___ 2. Moderate
___ 1. Slight

10. Was it written to someone in your (check one):

___ 1. Personal life
___ 2. Family life
___ 3. School life
___ 4. Social life
___ 5. Recreational life
___ 6. Professional life
___ 7. Public life
___ 8. For Yourself

11. Why did you write it? _____

_____

12. Which category best describes the theme of this writing? (check one)

___ 1. Personal Life
___ 2. Family Life
___ 3. School Life
___ 4. Social Life
___ 5. Recreational Life
___ 6. Professional Life
___ 7. Public Life
___ 8. Other: _____

13. How satisfied are you with this writing?
___ 4. Very satisfied
___ 3. Moderately
___ 2. Slightly
___ 1. Not at all

14. If you choose not to hand in your writing, please summarize the content in the space below:

_____

_____

_____

_____

FORM5

BESW TWW-form

Name _____
Code No. _____

---

* Please indicate: Date: Time: *

---

1. From the list below, indicate the number that best describes how <u>OFTEN</u> you feel that emotion when you <u>WRITE IN GENERAL</u>.

Answers: 5 = Almost Always
4 = Quite Often
3 = Moderately Often
2 = Occasionally
1 = Never

___ Adventurous	___ Confused	___ Interested
___ Affectionate	___ Depressed	___ Lonely
___ Afraid	___ Disgusted	___ Relieved
___ Angry	___ Excited	___ Satisfied
___ Anxious	___ Frustrated	___ Shy
___ Ashamed	___ Happy	___ Surprised
___ Bored	___ Inspired	___ Other: _____

2. I write in the following forms:

4 = Very often
3 = Moderately often
2 = Rarely
1 = Never

___ Letters	___ Articles
___ Diary or journal entries	___ Reports
___ Notes	___ Academic papers
___ Short Stories	___ Memos
___ Poetry	___ Research
	___ Other: _____

3. I usually consider these writings: ___ 1. Finished
___ 2. Drafts

4. I usually write (check one):

___ 1. Mornings	___ 4. Anytime
___ 2. Afternoons	___ 5. Other special time: _____
___ 3. Evenings	

FORM2

5. Where do you usually write? (check one)

___ 1. Home
___ 2. School
___ 3. Work
___ 4. Anywhere
___ 5. Other special place: _____

6. How often do you usually write? (check one)

___ 5. More than once a day
___ 4. Once a day
___ 3. Less than once a day but more than once a week
___ 2. Once a week
___ 1. Less than once a week

7. At any one time, for how long do you usually write? (check one)

___ 3. More than 2 hours
___ 2. 1-2 hours
___ 1. Less than 1 hour

8. The primary emotion expressed in these writings is usually: _____.
(If necessary, refer to the emotions listed on the previous page or the glossary.)

9. This primary emotion is usually:

___ 4. Very strong
___ 3. Strong
___ 2. Moderate
___ 1. Slight

10. I usually write to someone in my: (check one)

___ 1. Personal life
___ 2. Family life
___ 3. School life
___ 4. Social life
___ 5. Recreational life
___ 6. Professional life
___ 7. Public life
___ 8. For Me

11. Why do you usually write? _____

_____

12. Which category best describes the theme of these writings? (check one)

___ 1. Personal Life
___ 2. Family Life
___ 3. School Life
___ 4. Social Life
___ 5. Recreational Life
___ 6. Professional Life
___ 7. Public Life
___ 8. Other: _____

13. Generally, how satisfied are you with these writings? (check one)

___ 4. Very Satisfied
___ 3. Moderately
___ 2. Slightly
___ 1. Not at all